

Early Childhood Education

Standard 1. Promoting Child Development and Learning

Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

Elements	Indicators
1a: Knowing and understanding young children's characteristics and needs	<p>Candidates are provided with multiple, developmental opportunities to gain essential understanding of young children's characteristics and needs.</p> <p>As a result, candidates' work reflects current, research-based knowledge in most respects; candidates are knowledgeable about development in all areas and can give examples of interrelationships among developmental areas.</p>
1b: Knowing and understanding the multiple influences on development and learning	<p>Candidates are provided with multiple, developmental opportunities to gain essential understanding of the multiple influences on young children's development and learning.</p> <p>As a result, candidates' work shows that they can describe the nature of these influences and understand that influences may interact in complex ways. Their work demonstrates familiarity with the most well known early intervention programs, and they can cite research about the influence of these programs on child outcomes.</p>
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	<p>Candidates are provided with multiple, developmental opportunities to apply child development knowledge in creating learning environments that are healthy, respectful, supportive, and challenging.</p> <p>As a result of these experiences, candidates' work shows that they can describe the essentials of developmental research and the principles that they are using as a basis for creating effective learning environments. There is adequate evidence that the environments created by these candidates support children's health, respect their culture and individuality, promote positive development, and challenge children to gain new competencies.</p>

Standard 2. Building Family and Community Relationships

Candidates know about, understand, and value the importance and complex characteristics

of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

Elements	Indicators
2a: Knowing about and understanding family and community characteristics	<p>Candidates are provided with multiple, developmental opportunities to gain essential understanding of family and community characteristics as they affect early childhood practice.</p> <p>As a result, candidates' work shows general knowledge of family theory and research, and it shows that candidates can identify a variety of family and community factors as they impact young children's lives. Candidates demonstrate that they know the significant characteristics of the families and communities in which they are practicing.</p>
2b: Supporting and empowering families and communities through respectful, reciprocal relationships	<p>Candidates are provided with multiple, developmental opportunities to gain essential understanding and skills in using respectful, reciprocal relationships to support and empower families.</p> <p>As a result, candidates' work shows that they can describe how to use knowledge of families' goals, language and culture, and individual characteristics to build these relationships. Candidates apply their knowledge in using varied family communication strategies including technology; in linking families with key community resources; and in accessing information about other resources as needed.</p>
2c: Involving families and communities in their children's development and learning	<p>Candidates are provided with multiple, developmental opportunities to gain essential understanding and skills concerning family and community involvement.</p> <p>As a result, candidates' work shows that they can articulate theory and research to support the concept that families are young children's primary teachers, and that family and community involvement are critical to successful early learning. Their knowledge is shown in their varied approaches to family and community involvement, and their modification of approaches when their first attempts are not successful.</p>

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families

Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other

professionals, to support children's development and learning.

Elements	Indicators
3a: Understanding the goals, benefits, and uses of assessment	<p>Candidates are provided with multiple, developmental opportunities to gain essential understanding of the goals, benefits, and uses of assessment.</p> <p>As a result, candidates' work shows knowledge of the important goals of early childhood assessment. Their work generally shows alignment between goals, curriculum, teaching strategies, and assessments. In their work, candidates explain how assessment may be used in positive ways, and they also explain how inappropriate assessment may harm children and families.</p>
3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches	<p>Candidates are provided with multiple, developmental opportunities to gain essential understanding and skills concerning appropriate assessment tools and approaches.</p> <p>As a result of these opportunities, candidates' work shows research-based knowledge and basic competence in observation, documentation, and other assessment tools. Their work reflects essential knowledge of the characteristics, strengths, limitations, and appropriate uses of the most frequently used assessment tools and approaches, including approaches for children with disabilities and culturally and linguistically diverse children. Candidates demonstrate essential skills in using assessments, interpreting assessment results, making referrals, and using assessment information to influence practice.</p>
3c: Understanding and practicing responsible assessment	<p>Candidates are provided with multiple, developmental opportunities to gain essential understanding and skills concerning the concept of responsible assessment.</p> <p>As a result, candidates' work shows that they can identify current educational, legal, and ethical issues with respect to assessment practices. Candidates can provide examples of responsible as well as irresponsible assessment. In their practice, they apply responsible assessment practices when working with diverse children.</p>
3d: Knowing about assessment partnerships with families and other professionals	<p>Candidates are provided with multiple, developmental opportunities to gain essential understanding of assessment partnerships involving families and other professionals.</p> <p>As a result, candidates' work articulates the research</p>

	and legal base that supports these partnerships. Candidates demonstrate core skills in team building and in communication with families and other professionals around assessment issues.
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Standard 4. Teaching and Learning

Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines, to design, implement, and evaluate experiences that promote positive development and learning for all children.

Elements	Indicators
4a: Knowing, understanding, and using positive relationships and supportive interactions	<p>Candidates are provided with multiple, developmental opportunities to gain knowledge and skill in building positive relationships and supportive interactions.</p> <p>As a result, candidates' work shows essential knowledge of theory and research underlying the early childhood field's focus on relationships and interactions. They know the importance of creating relationships with all children, as seen in their competent, beginning skills in relationship building with diverse children and families.</p>
4b: Knowing, understanding, and using appropriate, effective approaches and strategies for early education	<p>Candidates are provided with multiple, developmental opportunities to gain knowledge and skill in how to support development and learning through a wide range of approaches and strategies.</p> <p>As a result, candidates' work demonstrates each of the following approaches and strategies with competence and with knowledge of the underlying theory and research: fostering oral language and communication; drawing from a continuum of teaching strategies; making the most of environments and routines; capitalizing on incidental teaching; focusing on children's characteristics, needs, and interests; linking children's language and culture to the early childhood program; teaching through social interactions; creating support for play; addressing children's challenging behaviors; supporting learning through technology; and using integrative approaches to curriculum.</p>
4c: Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines	<p>Candidates are provided with multiple, developmental opportunities to gain essential knowledge and skill in each content area: language and literacy; the arts; mathematics; physical activity and physical education; science; and social studies, with special depth in the areas of language and literacy and mathematics.</p> <p>As a result, candidates' work shows knowledge of the theories and research underlying the early</p>

	<p>childhood field's focus on content, both in general and with respect to each content area, including academic subjects. Taking developmental and individual differences into account, candidates' work shows that they use this knowledge to articulate priorities for high quality, meaningful experiences in each content area, with desired outcomes for children that connect with professional standards and resources.</p> <p>Candidates are familiar with authoritative resources to supplement their own content knowledge.</p>
4d: Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes	<p>Candidates are provided with multiple, developmental opportunities to gain essential skill in designing, implementing, and evaluating meaningful, challenging, curriculum.</p> <p>As a result, candidates' work shows ability to integrate multiple areas of knowledge in curriculum design, with successful focus on building security and self-regulation; problem-solving and thinking skills, and academic and social competence.</p> <p>Candidates' curriculum development takes into account children's developmental, individual, and cultural characteristics, and it makes use of reflective, ongoing evaluation. Candidates' curriculum development is characterized by use of high quality professional resources to supplement and inform their own understanding.</p>

Standard 5. Becoming a Professional

Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Elements	Indicators
5a: Identifying and involving oneself with the early childhood field	<p>Candidates are provided with multiple, developmental opportunities to gain a beginning identification with and involvement in the early childhood field.</p> <p>As a result, candidates' work shows an understanding of the early childhood field as a distinctive profession and of the essentials of its history. In their work, candidates demonstrate understanding of their own emerging professional roles and the possibilities, opportunities, and challenges within the early childhood field. They show some evidence of active involvement in the</p>

	profession.
5b: Knowing about and upholding ethical standards and other professional guidelines	<p>Candidates are provided with multiple, developmental opportunities to learn about and practice upholding the field's ethical standards and other professional guidelines.</p> <p>As a result, candidates' work shows essential knowledge of NAEYC's Code of Ethical Conduct, as seen in citations of examples of how the Code may be used to analyze and resolve ethical dilemmas. Candidates are familiar with relevant legal standards and other professional guidelines and can apply these in practice.</p>
5c: Engaging in continuous, collaborative learning to inform practice	<p>Candidates are provided with multiple, developmental opportunities to become continuous, collaborative learners.</p> <p>As a result, candidates' work shows evidence of an orientation toward inquiry and self-motivation, combined with involvement and beginning skills in collaborative learning, including collaboration across disciplines and in inclusive settings. Candidates' work shows positive effects of this learning orientation, in their practice and in effects on children.</p>
5d: Integrating knowledgeable, reflective, and critical perspectives on early education	<p>Candidates are provided with multiple, developmental opportunities to construct and apply knowledgeable, reflective, and critical perspectives on their field.</p> <p>As a result, candidates' work shows essential understanding of the field's central issues, standards, and research findings. In their work, candidates analyze and reflect upon their practice and demonstrate critical thinking about the issues in the field and an understanding of the value of dialogue in resolving differences. Candidates' work shows positive effects of these professional perspectives, in their practice and in effects on children.</p>
5e: Engaging in informed advocacy for children and the profession	<p>Candidates are provided with multiple, developmental opportunities to develop early childhood advocacy skills.</p> <p>As a result, candidates' work shows essential knowledge of the central policy issues in the field, as seen in their discussions of ethical and societal issues in early education. In their work, candidates can outline how public policies are developed at the state and federal levels. Candidates possess beginning advocacy skills, including written and verbal communication and collaboration.</p>